DOCUMENT RESUME

ED 446 806 PS 027 777

TITLE	PEEP Annual Report, 1997-1998.
INSTITUTION	Peers Early Education Partnership, Oxford (England).
PUB DATE	1998-00-00
NOTE	37p.; For 1999-2000 Annual Report, see PS 028 923.
AVAILABLE FROM	Information Office, Peers Early Education Partnership (PEEP), PEEP Centre, Peers School, Sandy Lane West, Littlemore, Oxford OX4 5JZ, England, United Kingdom. Tel: 01865-395145; Fax: 01865-395140; e-mail: info@peep.org.uk.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annual Reports; *Compensatory Education; Early Experience; *Early Intervention; Economically Disadvantaged; Family Programs; Foreign Countries; Parents as Teachers; Preschool Children; Preschool Education; Program Descriptions
IDENTIFIERS	England (Oxfordshire); Family Resource and Support Programs

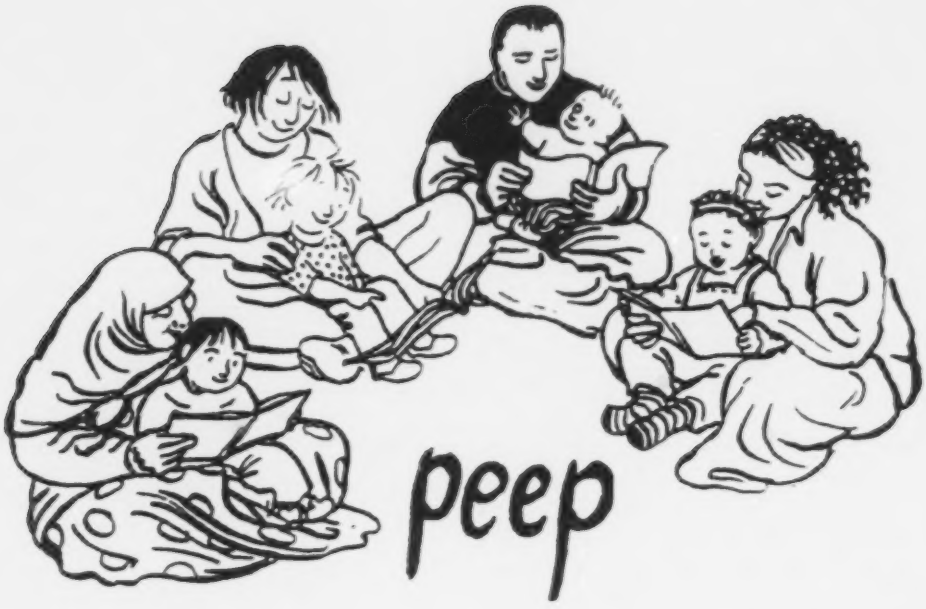
ABSTRACT

The goal of England's PEERS Early Education Partnership (PEEP) is to support early communication and literacy skills and to support parents as their children's first educators through both home- and group-based programs. The program is offered to children under 5 and their families in a disadvantaged area of Oxford, England. This report describes the status of the partnership for the 12-month period ending March 31, 1998. The report's contents are: (1) background (aims, rationale, operation, principles, intended outcomes); (2) diary of main events and work from April 1997 to March 1998; (3) working area reports (project policy, planning and review, recruitment and community, equal opportunities, program delivery, curriculum, resources, information management, personnel, training and staff development, education and research, center management, finance); and (4) conclusion. Two appendices contain: (1) a listing of the program's trustees, management team, and advisory group; and (2) a sample session plan. (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 446 806



PEEP ANNUAL REPORT

1997 – 1998

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Rosemary Roberts
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PS 027222

BEST COPY AVAILABLE

PEEP ANNUAL REPORT

For the 12 months ending 31 March 1998

CONTENTS

	Page
1. Background	1
Aims	1
Rationale	1
Operation	1
Principles	2
Intended outcomes	3
2. Diary	4
3. Working Area Reports	6
Project Policy, Planning and Review	6
Recruitment and Community	11
Equal Opportunities	14
Programme Delivery	16
Curriculum	18
Resources	21
Information Management	22
Personnel	24
Training and Staff Development	24
Evaluation and Research	25
Centre Management	26
Finance	27
4. Conclusion	29
Appendix I:	30
Trustees, Management Team and Advisory Group	
Appendix II:	31
Session Plans	

1. BACKGROUND TO PEEP

Aims, rationale, operation, principles, and intended outcomes of PEEP.

Aims

PEEP has two main aims: firstly, to bring about a significant improvement in educational achievement - especially in literacy - by a whole community of children, from their birth and through working with their parents and other important adults; and secondly, to develop a successful, sustainable and transferable model which complements existing pre-school provision.

Rationale

Research studies have shown that long-term gains in educational attainment are most likely to be made when children have the benefit of high-quality early childhood education together with parental involvement. This is why PEEP works mainly with parents, and also pre-school settings, to support very early learning. There are early indications that PEEP has profoundly affected parents' interactions with their children, especially in the ways in which they support their children's learning. PEEP builds on the growing body of evidence which links such factors as the early development of language, literacy, personal and social development, with outcomes relating to higher educational attainment, improved behaviour and crime prevention, and to the disposition to life-long learning.

Operation

The project is currently offered to a whole population of under-5s and their families in a disadvantaged area of Oxford (Blackbird Leys and surrounding estates). Two and a half years into the project, the PEEP programme is delivered in over forty groups across the whole area, all meeting weekly. This March around five hundred families were involved, and new families are enrolling every week.

Every day a PEEP worker calls at Oxford's John Radcliffe Hospital to offer information to mothers of new-born babies living in the PEEP area about the partnership the project offers to them in relation to their children's learning. An enrolment home visit to most of these families follows at one month. Weekly group sessions usually start when a baby is about six weeks old. At their first birthday, a baby moves from Baby PEEP into Small PEEP (for one and two year-olds), then Big PEEP (including Playgroup PEEP) at three to four years, and Nursery PEEP at four to five years.

Of the three hundred and eighty-nine babies born in the last year, 48 % of families enrolled into Baby PEEP. A further 10% were already involved in the project with an older child.

PEEP recognises that all parents want to help their children to do well, and that in all families to a certain extent children are given:

- opportunities to learn
- recognition and valuing of early achievements
- interactions with adults in learning situations
- adult models of literacy and numeracy behaviours, learning strategies, and dispositions.

This 'ORIM' framework (developed by Peter Hannon at the University of Sheffield) provides the PEEP structure for working with adults about babies' and children's developing self-esteem, disposition to learn, listening, talking, reading, writing and numeracy.

At PEEP group sessions, parents and carers share ideas and experiences with each other and with the Group Leader whose role is to offer information and support. The group session

consists of 'welcome time', songs and rhymes, 'talking time', a special story, book-sharing, and borrowing. PEEP Guidelines and PEEP Games offer ideas and activities for use at home from week to week.

Below are some characteristics of PEEP that parents have come to expect:

- Weekly group sessions for parents and children together
- Consistent mutual support between adults at sessions
- Strategies to encourage daily book-sharing
- Extensive use of music: an approach which underpins the PEEP curriculum and facilitates learning
- An increasing repertoire of songs, rhymes, stories and play ideas
- Ways of ensuring children's knowledge and understanding of letter names and sounds, and numbers 0-10
- High-quality resources to borrow for use at home
- A termly free book for each child, encouraging book ownership
- High-quality scrap materials, and ideas for using them
- Home activities for parents/carers and children
- A 'Yellow Book' for recording parents' involvement and children's progress
- Home visits to Baby Level families who cannot come to group sessions
- Nationally recognised accreditation

PEEP's principles

These principles guide the work of the project, and will form the basis of future developments.

1. Adherence to agreed and explicit aims and curriculum

- All work to be consistent with the aims of PEEP, emphasising partnership with parents as children's first educators, and with other 'important' adults

2. Coherent and flexible curriculum

- Coherent curriculum content, reflecting continuity and progression
- Flexible organisation and delivery
- Adaptable as appropriate for different communities

3. Parents'/carers' choice

- Parents *choose* to join the programme (they cannot be referred unless they have been given a genuine choice), and are free to decline each term

4. Equal Opportunities

- Emphasis on: access and flexibility so that we can, for instance, accommodate those for whom attending groups is difficult by making home visits, and by providing translations of material; acceptance and respect of individuals; valuing diversity; training
- PEEP aims to be an Equal Opportunities employer

5. Quality of staff, and of their training and development

- Recruitment from the local community a priority
- Careful training and induction procedures
- Staff fluent with the aims, rationale, principles and content of the programme, in order to work flexibly and creatively with job satisfaction
- For Group Leaders: appropriate training and/or experience and (eventually) BEd-Level PEEP Certificate award
- Regular on-going training and supervision for all project staff, plus monitoring and evaluation procedures

6. Resources

- Provision of a Resources Library to support programme delivery, and provide books and play materials in homes
- Explicit criteria applied to all resources

7. Community links

- Linking with other providers in the public, private, and voluntary sectors; and with the business and religious communities

8. Efficiency

- Professional assessment of outcomes
- Effective recruitment procedures
- Careful attendance monitoring
- Comprehensive information management systems
- Clear employment structures and procedures
- Well managed budgeting and finance

Intended outcomes of PEEP

In relation to long-term outcomes, the focus is on developing the following characteristics, dispositions and abilities of the children by the time they enter reception class at age five:

- feeling good about themselves
- listening carefully
- talking about their thoughts and feelings
- knowing many stories, songs and rhymes
- having a good vocabulary
- recognising their own written name
- recognising numbers and letters, and knowing both letter names and letter sounds
- knowing about the different reasons for reading and for writing
- wanting to learn how to read and write

It is these characteristics, dispositions and abilities that are associated with long-term gains in educational achievement, especially in literacy.

2. DIARY OF MAIN EVENTS AND WORK

April 1997 – March 1998

In addition to the day-to-day development and running of the project, main events were as follows:

April

Level Co-ordinator posts started operation. Start of on-going process of translating core PEEP materials, initially into Urdu, Bengali and Chinese.

May

Computer network server and technical support set up. 'Big PEEP' Games written. Centre re-organised to accommodate more staff.

June

Plans drawn up to make a PEEP video. PEEP training sessions successfully monitored by OCN. Set up Parent User Groups. PEEP presentation to GOSE (Government Office for the South East) seminar on 'Early Interventions for Long-term Crime Prevention'. First PEEP Newsletter. PEEP Research Consortium set up.

July

Baby Massage day. Successful Library Day. Curriculum and Programme Delivery Review week. Lottery funding application unsuccessful. 'Holiday PEEP' began. Links with Oxfordshire Family Services plans.

August

Review and planning and resources work.

September

Grant from the Tudor Trust. Training week. Various more effective management strategies. Start of involvement with Oxford Parent-Infant Project. Thames Valley Early Intervention Forum. PEEP Director a trustee of Blackbird Leys Community Development Initiative. Discussions with Andrew Smith MP, and Graham Badman CEO, about sustainability and transferability. Successful SRB visit to monitor accounts.

October

Review and overhaul of PEEP management structure; working groups established, and new staffing structure to deal with increasing scale and complexities of work. Senior Management Team in operation. Use of GANNT charts to facilitate planning of different areas of PEEP work. More detailed community links. Staff training on supporting parents in relation to their children's behaviour. PEEP Exhibition in main LEA Office. Administrative strategies for high take-up of parents' OCN Certificates. Equal Opportunities Policy work. Research Consortium work to set up two studies. Autumn PEEP training (6 weeks).

November

PEEP article published in Oxford Parent Guide. Director's presentation to Oxfordshire County Council Performance and Quality Sub-Committee. Community Education meeting about access routes for PEEP OCN parents; plan for Certificate Fair in February. Equal Opportunities training. Dr. Greg Brookes at NFER to direct PEEP Birth To School study. Dr. Kathy Sylva at Oxford University Department of Educational Studies to direct the Big PEEP study. Filming week for the PEEP video. Parent User Groups. Teletubbies film of PEEP family.

December

Video editing and completion. Copies ready for distribution in January. Two new appointments to start in January: Resources Assistant and Project Assistant. Nursery Level review. Successful OCN moderation.

January

Discussions with others about making a funding application to continue, research, expand and transfer PEEP. Discussions with Judy Bradley and Dr Greg Brooks at NFER re setting up the Birth to School Study. Internal discussions re three development issues: 'Oxfordshire Babies' (PEEP for ¾ of Oxfordshire); funding proposal to The Esmee Fairbairn Charitable Trust; and the new Nursery PEEP model proposed for September (which would include the first pilot of elements of 'Network PEEP'). Centre re-organised for much-needed desk space; no groups held in the Centre from now on.

February

Work on first sets of Baby Guidelines and Baby Games; project working towards complete sets of guidelines and games for each term at all levels. Fire at the PEEP Centre (arson attack). Entire Centre re-located, programme with parents continued, staff under considerable pressure for remainder of term. PEEP Certificate Fair and video launch a successful event, attended by 200 families, Community Education providers' exhibition, Andrew Smith MP and Graham Badman CEO. Spring Term PEEP training group included eight mothers from PEEP groups. Proposal for next stages of PEEP completed and delivered.

March

Final budget-setting time. Visits from Anne Jamieson (NCB Early Childhood Unit) and Jim Rose (Head of Inspection at OFSTED) indicate continuing interest in PEEP at national level. Planning and groundwork re new Nursery PEEP model; this maximises PEEP's work which lays the foundations for the relationship between schools and parents about children's learning (for implementation in September). Birth-to-School Study set-up arrangements: ethics permission up-date, comparable area for control group (assistance from Oxford University Dept. of Social and Administrative Studies), arrangements with the Horton General Hospital re birth information. Early discussions re long-term production of resources.

In addition, return to the renovated Centre: possibly interesting to note that main issues in managing aftermath of fire had been: a) containing our own - and colleagues' and parents' - 'emotional' responses, and maintaining morale; b) after the first few days of crisis, keeping the programme going and continuing Centre staff work in 'camping' mode; c) establishing what had been lost and what was cleanable; d) actually throwing stuff away or getting it clean; e) dealing with loss adjuster and insurers; f) dealing with contractors and others (builders, plumbers, electricians, flooring contractors, cleaners, decorators, telephones, alarm system, computers, Peers School premises staff etc.); g) keeping up work on long-term perspectives (including the major funding proposal) in the midst of many other urgent and important demands; h) replacing lost equipment, resources etc..

The project is enormously grateful to the LEA for its support during this crisis, and for enabling the renovation to take place inside one month.

3. WORKING AREA REPORTS

Project Policy, Planning and Review; Recruitment and Community; Equal Opportunities; Programme Delivery; Curriculum Development and Review; Resources; Information Management; Personnel; Training and Staff Development; Evaluation and Research; Centre Management; Finance.

Project Policy, Planning and Review

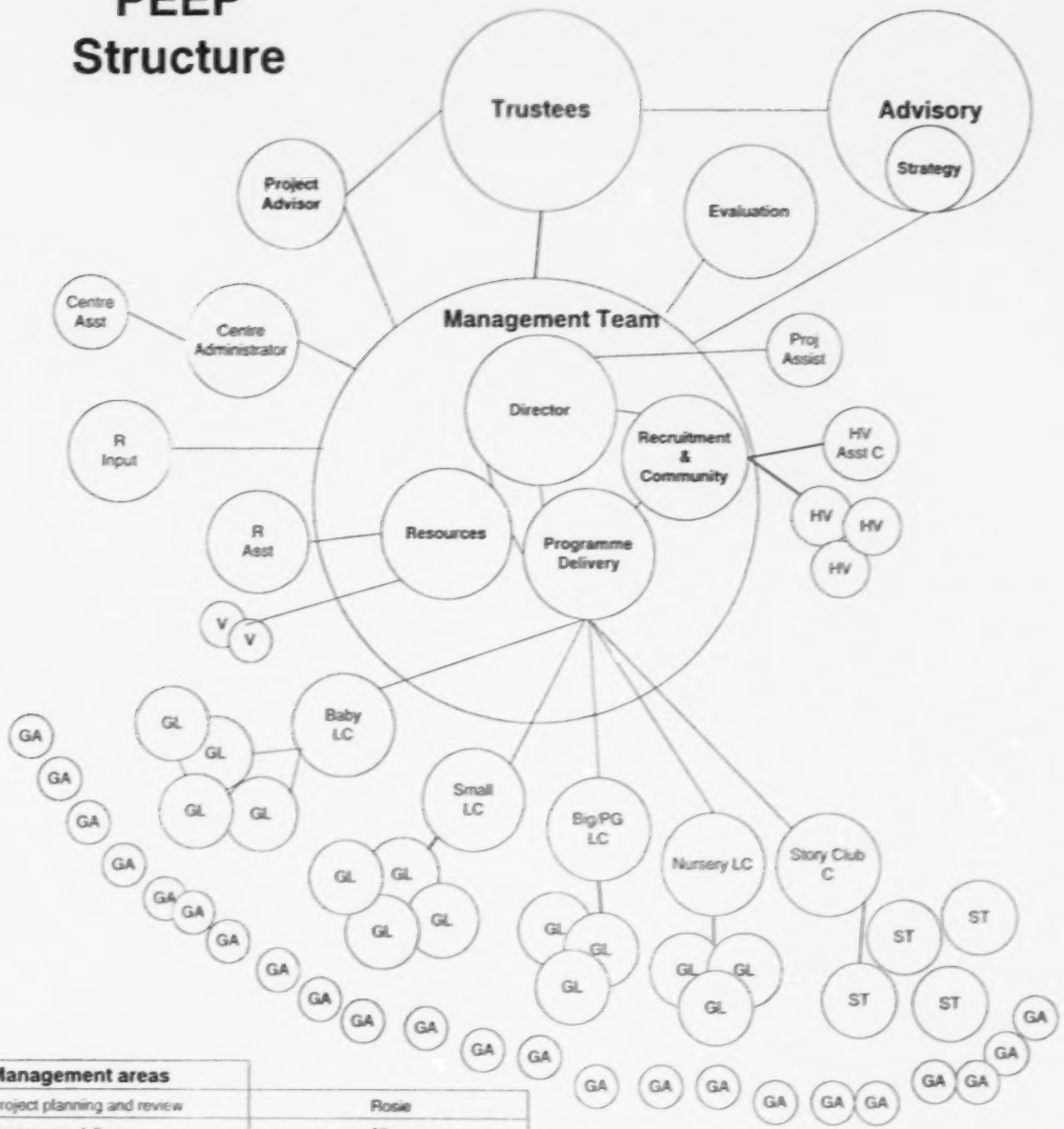
This year has seen a major shift in the management strategies of the project. When PEEP began to operate in the autumn of 1995, there was a 'Steering Group' and a staff of five of whom only two were full time. There were just two groups running that term. Over the ensuing two years the project has grown steadily, until in the summer of 1997 we had registered charitable status and a board of trustees, Advisory and Strategy Groups, an overall staffing figure of between forty and fifty, with a Centre staff of at least eight. Although most of these people are part-time, they all none-the-less need training, supervision and support. In the autumn of 1997, with management advice we restructured the project's activities into working areas, with a senior mangement team and a clearly defined 'map' of responsibilities and supervision. Tables 1 and 2 show various areas of work, and the roles involved.

Table 1

POST	WORKING AREA
Director (1.00, i.e. Full-time)	Project Policy, Planning and Review
	Personnel
	Training and Staff Development
	Evaluation
	Income and Dissemination
	Finance
	Centre Management
Groups Co-ordinator (0.8 i.e. averaging 4 days/week)	Programme Delivery (Baby and Small Levels from Sep 98)
	Curriculum Development and Review
Resources and Systems Co-ordinator (0.8)	Resources
	Information Management
Recruitment and Community Co-ordinator (0.8)	Recruitment and Community
	Equal Opportunities
Early Years Literacy Play Adviser (1.0) This post will start September 1998	Playgroup and Nursery delivery (Big and Nursery Levels)
	LEA and PLA Liaison and Training

Table 2

PEEP Structure



Management areas	
Project planning and review	Rosie
Programme delivery	Alison
Resources	Teresa
Recruitment & Community	Deirdre
Curriculum planning and review	Alison
Information management	Teresa
Equal Opps and access	Deirdre
Training and staff development	Rosie
Evaluation	Rosie
Information, dissemination, income	Rosie
Finance	Rosie
Centre management	Rosie

Key:
LC = Level Co-ordinator
GL = GroupLeader
GA = Group Assistant
R Asst = Resources Assistant
R Input = Resources Input
V = Volunteer
HV = Home Visitor
HV Asst C = Home Visiting Assistant Co-ordinator
ST = Story teller

BEST COPY AVAILABLE

The PEEP video, "Beginning with PEEP".

In November families in each PEEP level were filmed for the video, "Beginning with PEEP". It explains the PEEP levels and tells the story of four PEEP families, both in their groups and at home.

The following issues were evident at each level:

- Interactions between carers and children
- Adults sharing experiences and problems in talking time
- The curriculum focus.

Copies of the video are available on loan to all potential and current PEEP families and to other early years workers in the PEEP area; they are also available for sale from the PEEP Centre.

The PEEP (OCN) Certificate

OCN stands for Open College Networks. The main business of the OCN is to accredit learning. The OCN offers a way of showing clearly the standard that students on these kinds of courses have achieved. If the course is OCN accredited, the student will come away with a certificate called a 'Credit Record' which briefly describes the learning that has taken place and what standard has been achieved. OCN 'qualifications' are given in the form of credits which range from Entry level up to Level Three and are recognised nationally by colleges, employers, universities and adult education centres.

The PEEP Certificate is awarded at OCN Level One, and can be started in any term. It takes 3 terms of PEEP to complete. There are three criteria for the award of the PEEP Certificate:

1. Go to PEEP as regularly as possible, and at least 15 times in the year (5 times a term).
2. Keep the yellow book diary ('How's It Going?') pages up to date.
3. Share a book with your child as near to every day as possible, and at least three times a week (135 times during the year).

As well as being the record for the PEEP certificate, the yellow book 'diary' page is of course available for all parents. It can be kept up to date at home, or with the Group Leader or Assistant at the session.

PEEP OCN accreditation was first offered to parents in January 1997, with 120 parents choosing to register at that stage. On Friday 13 February 1998, PEEP held its first Certificate Fair where 70 parents who had been in the programme for a year and had qualified for an OCN Certificate at Level One could attend a presentation ceremony. The presentation of certificates was combined with a 'Learning Fair', with approximately twenty 'community education' displays, where PEEP area families could find out what other learning opportunities may be available to them. At this occasion over 100 families attended; 55 out of the 70 mothers came to collect their certificates which were given to them by Andrew Smith MP (and Minister for Employment, Welfare to Work and Equal Opportunities). There was also a 'big screen' presentation of the new 20 minute PEEP video.

New Nursery PEEP

This year has seen the start of planning for a new model of Nursery PEEP which the project will be piloting. In this model, schools are offered a grant (with certain criteria attached). This would mean that the staff of the Nursery class would work with parents using the PEEP model and materials, which would be available to all families in the Nurseries. Staff receive initial and regular, on-going training and support. The grant has both 'set-up' and 'running' elements, and would for the time being be paid by PEEP. This model has the advantage of more PEEP 'dose' for *all* the children in the nursery, of continuing the current work with parents, and of bringing together the staff of the nursery and the parents in discussions about the children's learning.

From the Baby Level up, PEEP helps parents to develop their ability to observe children's learning; their ability to talk about learning; and the confidence to do so. This development lays the foundations for the long-term relationship between teachers and parents about their child's learning. The new Nursery PEEP model builds on those foundations at the optimum time, when parents first bring their children to school.

Various other sources of funding might become available if the model is piloted successfully. Matched partnership funding might be one possibility - another would be something along 'Reading Is Fundamental' lines where a school is supported in its work with parents by some sort of external community funding supplying the grant. An extremely large local company might even fund a whole partnership of schools. Alternatively there might be direct funding from the LEA, or the schools and playgroups themselves (although this does not seem likely at the moment). Possibly a variety of funding strategies would emerge.

Future Development

The mid point of the year that this report covers coincide with the mid-point of the current phase of the project itself, and it became crucial to establish a sense of direction for the second half of the five years for which the project has been set up. Our aim has been to use the five years as a pump primer; that is to say, to demonstrate the validity of the PEEP approach in the hope that if we succeeded in doing so, other sources of funding would become available both to carry on the work in the existing PEEP area and to extend it to other parts of the country.

It is clear that to achieve this we shall need to complete a fully evidence-based model. With this in mind, and with the encouragement of a wide variety of agencies including Oxfordshire Local Education Authority, the National Children's Bureau, OFSTED and the DfEE, we are seeking funding to cover four areas:

1. Carrying the existing programme up to 2004 in its developed form.
2. A research study covering the progress of one cohort of children all the way from birth to school, and comparing this with a control group.
3. The extension of PEEP into a much larger area of Oxfordshire.
4. The piloting of the resultant model in another part of the country under the aegis of a different Local Education Authority, with a view to demonstrating the transferability of the PEEP model.

Regardless of the outcome of these plans for development and extension, two major areas of work will need to be completed in the next year. One of these is a PEEP Handbook which makes explicit the principles and practice of each working area. This will be very

useful for current operations, and also to clarify the nature of this sort of work for general enquirers. It would also be essential as a working document for subsequent users of the PEEP model, whether in the years immediately following 2000 as described above, or at some later date.

The second major area of work will be to prepare for wider dissemination of the materials developed within PEEP which are central to its success to date. If the project were to be granted funding for expansion, this would need to be done in order to proceed in September 1999. Apart from this requirement we need to develop some way of making an appropriate range of PEEP materials generally available as soon as possible. In addition to continuing and developing the programme, these two areas will constitute priorities for work in 1998-9.

Recruitment and Community

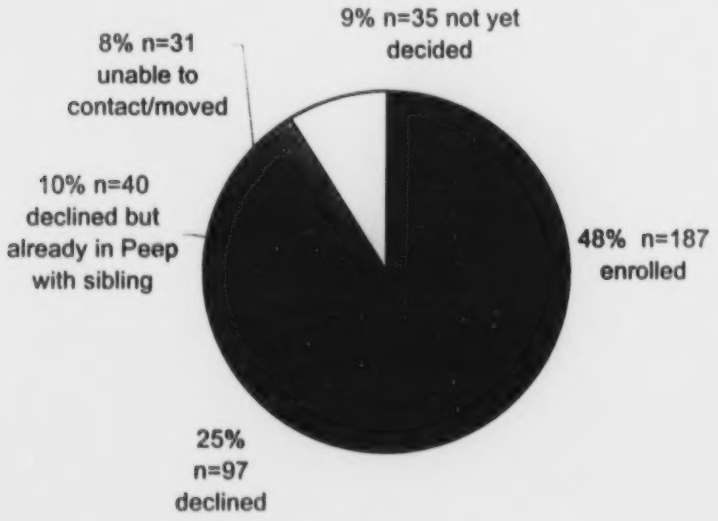
The numbers of children on roll for each term were as follows:

- Summer Term 1997 529 children
- Autumn Term 1997 560 children
- Spring Term 1998 566 children

Total average enrolment for the year across the four levels was therefore 551. The majority of families entering PEEP do so at the Baby Level. As mentioned earlier, a home visit is offered to every family with a new baby in the PEEP catchment area. The daily visitor to the John Radcliffe Hospital (JR) makes the initial contact and the PEEP community team visit families at home. In addition to contacts made through the JR, parents refer themselves; the knowledge and support for PEEP by a variety of agencies and educational providers both City-wide and within the PEEP catchment area is an additional referral pathway. Information about PEEP is given to incoming families on the new estates by Housing Officers.

In the period 1.4.97-31.3.98 there were 389 births in the PEEP catchment area. Fig.1 shows the outcome of visits to these families.

Fig 1. Pie chart showing % of babies born 1.4.97-31.1.98 enrolled, declined, unable to contact, not yet decided. Total = 389


9% n=35 not yet decided
8% n=31 unable to contact/moved
10% n=40 declined but already in Peep with sibling
48% n=187 enrolled
25% n=97 declined

Note that of those families that declined for the new baby, forty of them were already enrolled with an older sibling. Although the birth of a second or subsequent baby sometimes means that mothers attend one, two or even three groups a week at different levels, many mothers can only mange one group, so they take the new baby with them to the group they are already attending with the older child. Thus of *families* with new babies within the PEEP catchment area, 58% were enrolled in PEEP.

Fig 2 shows age in weeks at enrolment of babies born 1.4.97-31.3.98.

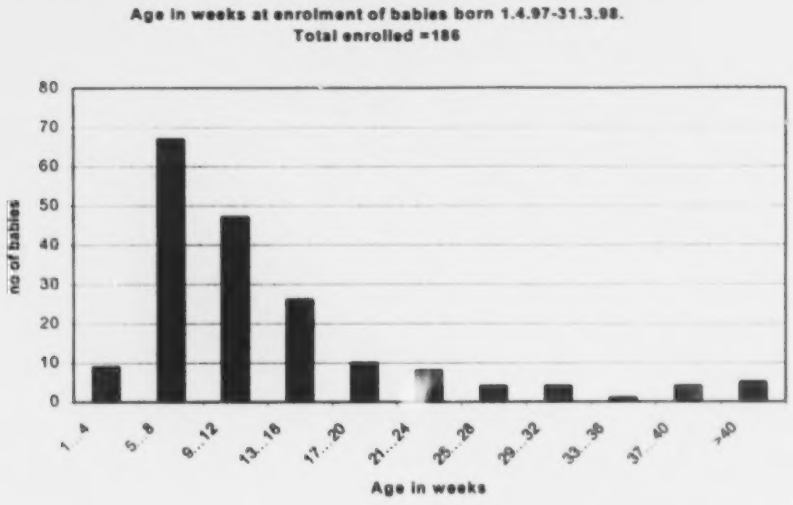
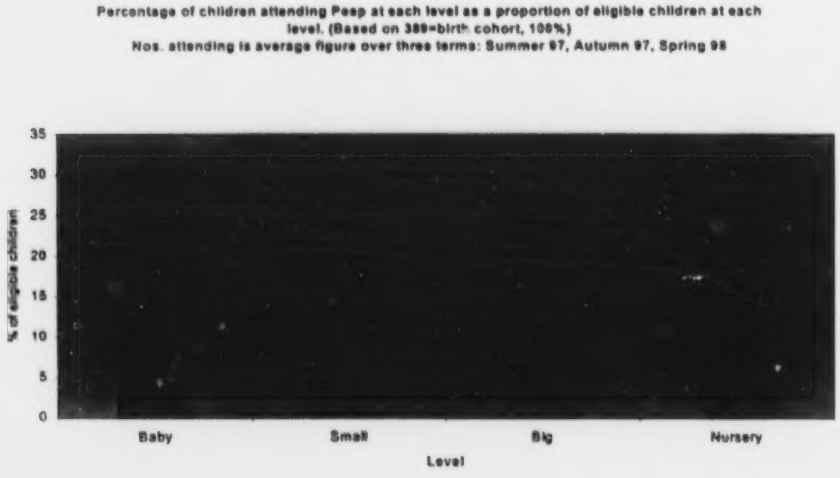


Fig 3 shows % of children in the catchment area at each level who attended PEEP during the period 1.4.97-31.3.98.

The % figure is based on 100%= 389. This is the number of births in the PEEP catchment area in the year 1.4.97-31.3.98. It is thus only an estimated 100% figure for the levels above Baby level.



Difference in numbers at Baby level between Fig 1 and Fig 3 is accounted for by fact that a) Fig 3 shows numbers *attending* as opposed to enrolling in groups and, b) outcome of visits for birth cohort in Fig 1 is not identical with termly dates presented in Fig 3.

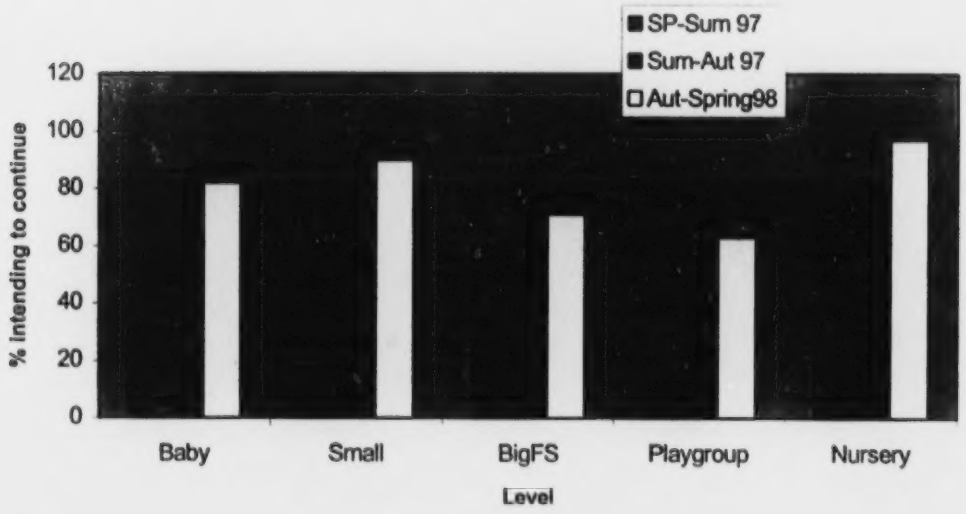
BEST COPY AVAILABLE

Enrolment levels have been steadily increasing due to method of contact through the John Radcliffe Hospital. We would therefore expect a higher enrolment next year in Small PEEP (and later in Big PEEP).

Retention

The % figure is the number of children filling in the intention form, to continue as a proportion of children who had attended at least once during the term and were able to continue the next term (ie. Nursery children who were due to enter Reception class in the subsequent term were not included.)

Fig 4. % of children at each level intending to continue in Peep for subsequent term. (taken from signed intention forms) Comparison of Spring-Summer 97, Summer-Autumn 97, Autumn-Spring 98.



Overall average numbers actually continuing into subsequent term for baby, small, big levels.

Spring-Summer 1997	54%
Summer -Autumn 1997	44%
Autumn 1997- Spring 1998	60%

Although the numbers of children *intending* to continue is greater than the number that actually continue, the numbers carrying on into subsequent terms from Spring 97-Spring 98 show clear progression.

Equal Opportunities

Access into PEEP

Efforts are made to ensure that all eligible families have equal access to PEEP. The home visit is a time for discussion and explanation of PEEP's objectives, and consultation with parents. Women-only PEEP groups have been established at Baby and Small level in Rose Hill. The PEEP video is offered on loan to all families, both those considering joining and those who enrol. We have Bengali and Urdu speaking interpreters where appropriate on home visits. The introductory PEEP leaflets are printed in Bengali and Urdu. It is our policy to achieve as much translated material as possible in the most frequently spoken languages. The richness and diversity of cultures within the PEEP catchment area is indicated by the number of languages spoken at home by PEEP parents: during the year 1.4.97.- 31.3.98 a total of 23 languages were spoken at home by PEEP families. The list below shows the number of families speaking languages in addition to English during the Spring Term 1998.

Urdu	6	Hindi	1	Africaans	1
Arabic	4	Ghanaian	1	Spanish	1
Punjabi	4	Portuguese	1	Gaelic	1
Bengali	4	Bosnian	1	Acholi	1
German	3	Icelandic	1	Welsh	1
Gujerati	2	Swedish	1		
French	2	Rwandan	1		

Of the 187 *babies* who enrolled during the period 1.4.97-31.3.98 21% (40) were from ethnic minority groups:

Bangladeshi	3
Indian	2
Pakistani	4
Black African	3
Black Caribbean	2
Black other	2
Mixed race	22
Other	2
White	140
Not specified	7

51% of the mothers of these babies left full time education at 16 or earlier (for a further 5%, age was not specified)

Home Programme

As part of the Equal Opportunities strategy, families at Baby level who are unable (due to return to work or special circumstances), or unwilling, to attend PEEP groups are offered the [once-every-3-weeks] home programme. Thirteen families have followed the home programme during the period 1.4.97-31.3.98. A proportion of these families have subsequently enrolled in groups.

Special needs of incoming families are discussed with parents during the home visit. We have worked with six hearing-impaired children, one of whose parents is also profoundly

hearing-impaired. We have been fortunate here to work in partnership with the Oxfordshire sensory impairment service in order to enable families to access the PEEP curriculum. One of the nurseries is a special needs nursery. Families of six children with general developmental-delay participated in PEEP groups.

Equal Opportunities across the project

The Equal Opportunities working area has responsibility for co-ordinating practice across all working areas of the project. Developments outlined in each working area report have been informed by a developing awareness of good practice which promotes equal access and equal participation for all families. The Equal Opportunities statement of intent has been drawn up by a working party and has been discussed by all staff. The adequacy of strategies for implementing this statement has been reviewed across the project and has informed the structure of training both delivered and planned. In order to enable groups to make the most of the opportunities which families with special circumstances bring to the project, a clear information sharing system between parents, home visitors and Group Leaders has been established. In a standing agenda item at all level meetings, strategies which Group Leaders have developed with parents to develop access are discussed in a forum which enriches general practice.

Please see other working area reports for more detail on Equal Opportunities.

Programme Delivery

Number of groups; attendance levels.

During the last year the rapid expansion of PEEP groups has stabilised, with 44 groups running each week in the Spring Term time. There were 10 groups at Baby level, 13 at Small level, and 3 free-standing groups at Big level. The Summer Term 1997 was the first term in which PEEP was operating in all 6 nursery classes in the PEEP area, generally with two sessions per week running in each class. PEEP has run six groups in five out of the six playgroups; and this year there have been seven After School Story Clubs running weekly sessions.

Fig 5. Chart showing no. of children attending at each level - Summer 97, Autumn 97, Spring 98

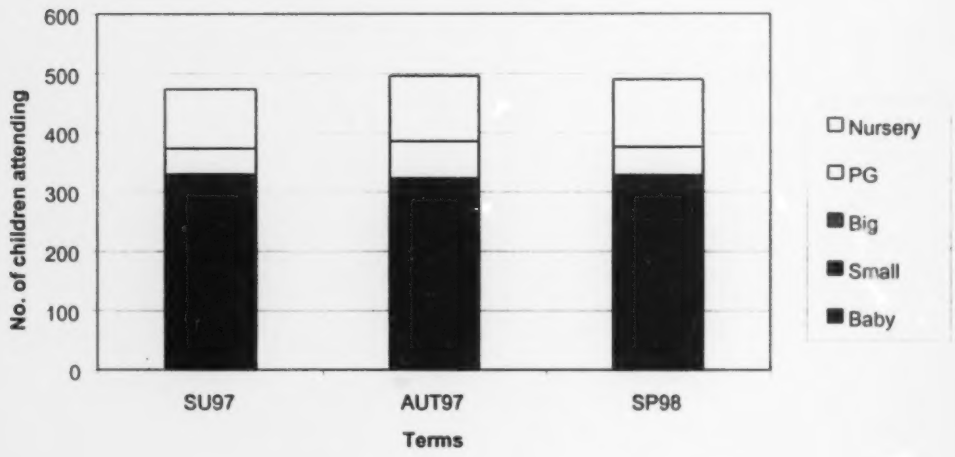
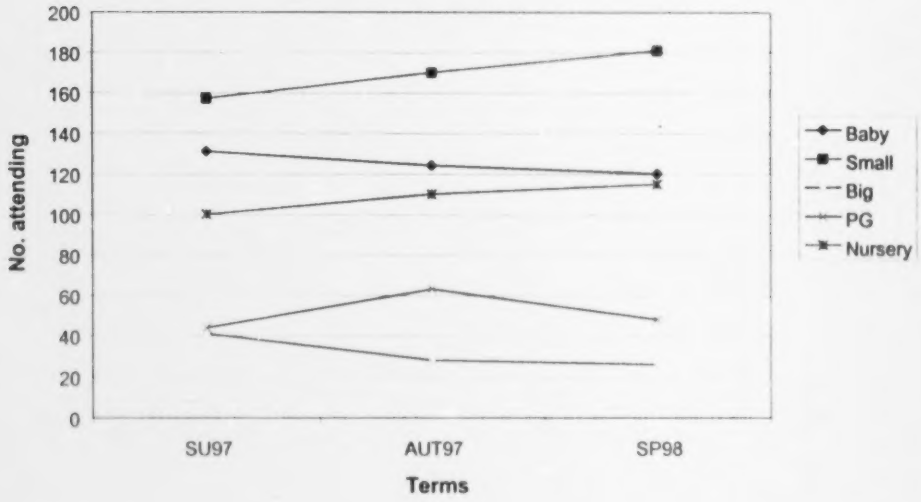


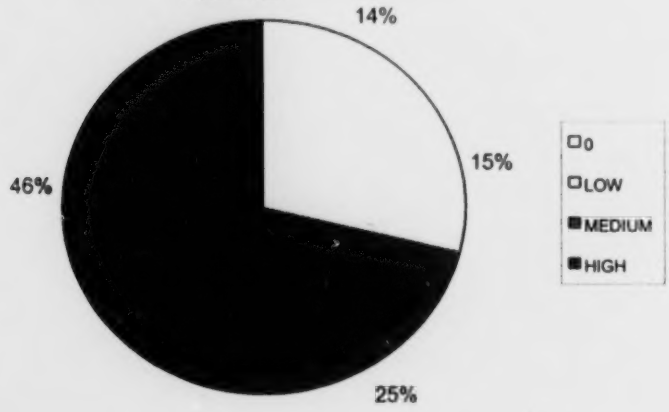
Fig 6. Chart showing no. of children attending at each level - Summer 97, Autumn 97, Spring 98
Note: Small = 2 years.



Attendance Patterns

Patterns of attendance were analysed for all enrolled families.

Fig 7. % of none, low, medium, high attendance averaged over three terms and all levels
Total = 551



Low =1-33%
Medium = 34-66%
High = 67-100%

Note: calculated as a proportion of weeks it was possible to attend; ie, if a family joined a group halfway through term total possible attendance is six, not twelve weeks.

Attendance patterns for the 28 Asian families enrolled in PEEP during the Autumn Term 1997 were shown to be broadly comparable with overall attendance patterns for all families.

Curriculum

Curriculum delivery

All these groups are run by two trained PEEP staff, a Leader and an Assistant. The project is working towards having Group Leaders operating within one level only, so that they become familiar with the issues raised by parents and carers at that developmental level and with the content of the curriculum. (Currently there are two Group Leaders who operate in two levels.) Two Group Leaders have been PEEP parents themselves. At the end of March, there were fifteen Group Leaders employed in PEEP.

By contrast, Group Assistants mostly operate at different levels. Currently there are thirteen Group Assistants employed, three of whom have been PEEP parents.

Materials for group sessions include:

- songs and rhymes
- the story, which is read or told to the whole group
- guidelines and Yellow Book pages
- suggestions for activities and games
- scrap for literacy-play activities
- library books and packs to borrow

The structure of the session plan is flexible enough to allow Group Leaders to adapt content or order according to needs within the group; eg. if there is a family with hearing impairment, using images or objects which illustrate sound effects, instead of using verbal cues alone. Similarly, if an aspect of a book may be offensive to a family in a group, for cultural or religious reasons, the Group Leader has alternative and relevant titles from which to choose. These are aspects which affect equality of opportunity to access the programme.

Materials are developmentally relevant, fun and stimulating; they also link with the session focus. Songs and rhymes do not always link up with the story, as books go out of print. Songs and rhymes often become a natural activity at home; and parents frequently contribute new ones. These songs and rhymes are strongly interactive and confirm the emotional language in the earliest years between carers and children. Songs and rhymes, often with lots of actions or built in games like 'Can you play at PEEPo?', are enjoyed by babies and toddlers. When parents see their children having fun, they tend to enjoy the rhymes and songs too and feel good about doing them more and more. This builds up a 'cycle' of self esteem as well as a repertoire.

During this year PEEP has appointed Level Co-ordinators to support the work of the Group Leaders at each level. The Co-ordinators meet with their Group Leaders four times a term. The agendas for these meetings cover:

- feedback from the Group Leaders, including issues raised by parents
- Equal Opportunities and training issues
- review of curriculum and delivery
- administrative issues

The Groups Co-ordinator also convenes meetings with the Co-ordinators at least four times a term.

Curriculum reception

At nursery level, parents were asked in all groups why they come to PEEP. Parents' answers can be summarised as follows:

- *We want our children to have the best start*
- *It means we can 'be there' for our children and they know we're there for them*
- *PEEP helps us understand more about children's development and what we can expect at different stages (the talking time)*

When consulted about resources, the responses were:

- *A good variety of books, not rubbish, good illustrations and age appropriate*
- *[The resources] are brought to us – we don't have to go to the library*

When asked about other aspects there was overwhelming enthusiasm for the circle time (songs and rhymes), the tape and particularly the alphabet song.

At Big PEEP level, parents in all groups were asked four questions: what they like about their PEEP session, in what ways has PEEP made a difference at home, why they came to PEEP, and what would make it better. The most commonly voiced answer to the first was that it was a chance to talk about their children with other parents so that problems were aired and shared in a friendly atmosphere.

When asked in what ways has PEEP made a difference at home, the answers were:

- *I listen to my child more, and understand her better*
- *We listen more to each other's feelings*
- *I remember songs and rhymes to do at home*
- *Filling in the yellow book makes you more aware of what they've done*
- *We've developed*
- *We do more at home with games, numbers and stories*
- *You notice things about them that you usually take for granted. We read lots more*
- *We do more singing – have the tape in the car, and the children do not let us listen to the radio*
- *We've had shopping all week, because of the shopping song and the play pack*
- *We spend more time together*

When asked why they came to PEEP, parents and carers answered:

- *It's nice to watch my child in his own environment (i.e. the playgroup)*
- *To meet other Mums*
- *Get more ideas*
- *Because it's the beginning of my child's education, which is important to me*
- *Because the children want to come*
- *Feel it makes mums more aware of their children*
- *It makes me make more of an effort*
- *It's our time*
- *Child enjoys the responsibility of choosing and looking after the packs*

- *To participate with child's activities: joining in the songs etc. You know what your child is talking about when they get home.*
- *PEEP's got structure, not like toddler groups*

When asked what would make PEEP better, the responses were:

- *Longer talking time for adults and more frequent group sessions*
- *More chat about everyday things*
- *A better selection of books; more challenging stories; fresh packs and books during term*
- *More say in choosing what we talk about in talking time*
- *Some mums don't like singing*

Curriculum review and development

During the past year, the purpose of using songs and rhymes to support children's development has been made more explicit to parents, carers and Group Leaders. The format of the session plans was reviewed and altered in September 1997 to take this into account. One important alteration was to transfer the plans to a database for greater flexibility. Another was to reflect the increased importance of talking time with adults. Talking points in the plans are based on the inter-relation of material in the guidelines and parents' and carers' own experiences with their children. The session plans at Appendix 2 - one old (from April 1997) and one new - show the increasing refinement of suggestions to Group Leaders, and space for them to write particular reminders for their own groups. Some newer session plans also contain alternative story-book titles, for the reason mentioned above.

Where English is a second language, and there is a specific need, PEEP guidelines have been translated. Currently, three at nursery level contain Urdu translations. There are also rhymes which have been translated from Urdu and songs which were introduced to the project by people in the Afro Caribbean community. There are a number of dual language books in the library which are also used as session story books.

The whole curriculum review week at the end of the Summer Term 1997 took into account all aspects of the year's sessions as presented by Group Leaders, and points raised in the groups by parent's comments. Parent user groups in the Autumn Term also provided valuable feedback as shown below in two levels.

As a result of this consultation, some group talking time sessions in playgroups were extended, and training sessions have been run for Group Leaders about talking times.

Resources

The focus over the last year has been, and continues to be, the long term implications of what we do and how we do it. The aim has been to think carefully about how the model we are developing might be implemented elsewhere. Thus we have aimed to simplify systems, reduce the amount of money tied up in resources that are not in circulation, consolidate our criteria for selection of resources, make explicit the reasons for what we do and how we do it. We have also concentrated on Equal Opportunities, and aimed to facilitate Group Leaders and families to make informed choices about selecting resources.

This has resulted in the establishment of a PEEP Resources Library, the removal of 'Special' books, and the start of a process of review of the design and accessibility of materials produced by PEEP.

PEEP Resources Library

The Library is housed at the PEEP Centre and is for Group Leaders. It is a library of books and play packs which Group Leaders lend to families attending PEEP sessions; and of resources that are used by Group Leaders during PEEP sessions. The resources are colour coded to indicate the age range, or PEEP level, that they are most suitable for. The PEEP video is also available for loan.

A range of quality 'scrap' materials is available for Group Leaders to take to sessions, for families to take home.

The aim of the Resources Library is to unify the systems used for borrowing, to ensure that all resources are available for loan all of the time, and to enable Group Leaders to choose the resources that they think are most suitable for the groups that they run. The main change has been to make play packs available for borrowing in the same way as books.

The advantages for PEEP long term are that it is a less expensive and more flexible approach. A library of play packs can be built up and added to over a period of time, and more copies can be made of packs that are most popular.

We have developed a unique system for categorising books, and are in the process of implementing it. Once in place it will be possible for Group Leaders to make requests for a book, or list of books, about a particular subject or that are good for a particular part of the curriculum. These are examples of some of the requests we have had: *'books about trains', 'books for Small PEEP which have images of Chinese children', 'books which include images of Down's syndrome children', 'books for babies in Urdu'.*

We should be able to respond to someone looking for books: *'suitable for Small PEEP which show play patterns, but marked if containing images of pigs (Muslims may find images of pigs offensive – so such a book would not be suitable for use as a session book, although it would be fine for optional borrowing by families.)*

We are building up a collection of dual language books, for the languages spoken by families in PEEP. Few of these are published, they are rarely reprinted and are almost always hardback and hence more expensive. We are looking at the possibility of writing text in other languages in some books which would accommodate this. Our intention is to create audio tapes of stories being read in different languages.

We decided against including videos in the library as these tend not to fulfil the criteria that we have developed. They provide little by way of interaction – either with adults, other children or with the resource itself. They also tend to be considerably more expensive than books and other play materials. We feel they may be of some benefit at Big and Nursery PEEP level if they deal specifically with letters or numbers.

Play packs are an expensive but valuable resource – they are time consuming to put together in the first instance; a lot of time is required to keep them repaired and in good condition, and money has to be allocated to replace missing parts. Families are especially keen on those containing audio tapes of songs and rhymes, dressing up clothes, card games, and puzzles.

Special Books

Serious problems were posed by the system whereby all PEEP children borrowed three specific 'special' books per term and then had the option of keeping them if they donated half of the cover price to PEEP. With all groups within a level using the same title in the same week, large amounts of money were tied up in books which stock piled in a cupboard, as the same title could not be used again for 12 months. The administration of distributing books, collecting money, and accounting for books and the money, was cumbersome and could never be achieved accurately. Families were offered no choice in the titles available.

It was felt important that PEEP should encourage ownership of books by all of the families across the whole project. Also that families should be able to choose the books they want to keep, and that there should be parental involvement in the choice of titles that are made available. Books should be free, so as not to disadvantage those who could not afford to pay for them.

This year we have been giving all PEEP children one book at the end of each term, with the distribution staggered over two weeks. Families can choose from three titles. Currently these are the titles previously used as 'special' books – until we have depleted our stock it is difficult to involve families in the choosing of the three titles.

Review of design & accessibility of written materials

The criteria we have for buying resources in to the project should also be used when developing resources - guidelines, games, song books and story tapes. We are building up some general points that can be used to put together a brief for a designer if it is decided that the PEEP publications need to be reviewed and developed in this way.

Plans for the coming year

- Procedures for lending out and retrieving books and packs need to be systemetised and tightened up.
- Introduction of bar code readers is being investigated relating to difficulty of two stage borrowing process, first from Centre to Group Leader, then from Group Leader to families. Families do not always come back to groups and move to different groups.
- Expand dual language provision.
- Start putting stories on to tape in more than one language, with a variety of voices: African-Caribbean, Asian, male/female, old/child, local Oxford, other accents.
- Provide tactile books for children with visual impairment, and put stories on to audio tape.

Information management

The Information Management Group was set up in May 1997, with the following purposes:

- *To respond to the information needs of the team.*
- *To gather information required, and to organise information in such a way as to enable production of data in an accessible form.*
- *To identify IT needs in terms of hardware and software and technical support.*
- *To report back to the team and make recommendations.*
- *To take action subject to financial approval.*

The group spent a term going through the processes involved in the administration of the systems used for data collection and data entry in connection with recruitment and enrolment.

A centralised system of management was devised. This was necessary for accurate and up to date information to be available at the Centre during the term. Details of children joining or changing groups are supplied by the Home Visiting Team at the Centre to Group Leaders. Group Leaders inform the Centre of any changes in details about the people in their groups. The forms involved were redesigned, and Group Leaders trained in the new systems.

The printing of personalised intention forms was introduced. These are filled in by families at the end of term with their intention for the next term. They are sent back to families before the start of the next term with details of the Group they are in. The way in which registers are filled in by Group Leaders was made consistent, so they can be accurately used to provide attendance data.

Attendance each week by each child can now be entered on the database at the end of each term, to enable the production of charts showing percentage of high, medium and low attenders. This will also allow for the production of figures showing actual attendance in each group each week – which will be needed to test the financial feasibility of running groups. It is now possible to provide a range of data which will help the project to monitor uptake and retention.

There is a distinction between playgroup and nursery PEEP groups, and free-standing PEEP groups. In the former it is the attendance of the adult that is being marked – the child may well be present without the parent/carer. In free-standing groups it is the attendance of the child that is being marked – an adult is always with the child but it may not always be the same adult. The introduction of OCN accreditation for adults means that attendance of adults needs to be recorded as well as attendance for children.

Personnel

During the year 1997-8 the project has gained nineteen new staff and lost nine. The majority of new staff are part-time Group Leaders and Assistants. People left mainly to take up work offering longer hours (sometimes related work in schools where their PEEP experience supported their applications), or to return to family commitments.

In January two new Centre staff took up post: Carol Jacobs as Resources Assistant, and Julia Shay as Project Assistant. Syrah Nazir also began in January, as NFER's Research Assistant for the Birth to School study.

Recruitment procedures have been documented, and work has been done to improve initial training and induction procedures. This area of PEEP (amongst others) has been the subject of scrutiny by the Heart of England TEC as part of its monitoring role for the Challenge Fund. PEEP recognises that its strength stands or falls on quality of staff, and makes every effort to recruit staff with the utmost care, and then to support them as well as possible in their work. This on-going process is always going to be a priority for improvement.

PEEP is trying to ensure that staff are representative of the ethnic and social mix of the community in which it works. Formal monitoring of staff applicants in relation to disability and ethnicity is carried out. Vacancies are circulated to community venues.

Training and Staff Development

Over the year there have been termly training programmes, regular on-going sessions for group staff, and also specific topics covered from time to time. The PEEP training is for anyone in the community who is interested in the project or in working with families with pre-school children. The training is free and led by PEEP staff on six weekly evening sessions. In addition to the background, rationale, curriculum and delivery of PEEP, it covers family structures, Equal Opportunities, general child development with a focus on social and emotional areas, and early literacy and numeracy development.

At the beginning and end of each term there have been training sessions for all Group Leaders and Group Assistants. Topics covered have included;

- Refinement and discussion of job descriptions
- Issues in running group sessions
- Curriculum training and support
- Recording information about attendances and resources
- Setting rules within groups for successful management
- Working with parents in group talking time
- Ways of facilitating discussions

One-off whole team training has covered:

- Equal opportunities
- Working with groups in teams; strategies for facilitating discussion
- Principles of good management, particularly in running meetings

The Equal Opportunities training consisted of a morning of discussions between centre staff, facilitated by Iram Siraj Blatchford from the London Institute of Education and an afternoon with Iram and all staff.

Issues discussed were:

- Assumptions made about the way pre-school children learn a second language
- The importance of understanding differences in ethnic backgrounds and lifestyles, when introducing the project to families
- Activities in groups which are accessible to people with a wide range of literacy skills
- Recruitment of staff from as wide a field as possible; information about vacancies in local community centres and family centres
- Ways of developing resources to reflect the diversity of cultures, lifestyles and abilities
- Gender balance

The second full day of training for all staff focused on ways of working together as a team, ways of facilitating discussion, getting feedback, and meetings skills.

In addition, individual workers have been on training courses run by The Working Group Against Racism in Children's Resources; a seminar for data base developers; and training in Microsoft Word.

Evaluation and research

PEEP has used internal and external monitoring and evaluation a great deal in the development of the project so far. Internally, the monitoring of recruitment and retention of families is routine, and a group review sheet is completed for every group session (about five hundred a term). In addition, the first two years of the project were formatively evaluated by the Oxford University Department for Educational Studies (OUDES), and their final report is available.

Internal monitoring and evaluation continues, and will be strongly incorporated in any future work, using the systems that have been developed in the initial pilot years.

The PEEP Research Consortium chaired by Dr. Kathy Sylva which meets regularly once a month is the means of supporting and co-ordinating on-going internal and external research. The main external monitoring and evaluation strategies will be the OUDES and National Foundation for Educational Research (NFER) studies. These studies, beginning in Spring 1998, will themselves be subject to monitoring and review by the PEEP Research Consortium.

Dissemination

As soon as PEEP began to take shape and develop, dissemination became an important factor for the Director and the Trustees. In responding to a very high level of interest within the local community, from elsewhere within the UK and increasingly from abroad, it has been necessary to develop a range of methods of dissemination for a range of audiences. Methods have included Parent User Groups, a termly newsletter, newspaper reports, articles for periodicals, radio and television interviews, conference papers and presentations, and recently the PEEP video.

Dissemination of the 3-5 Years study by OUDES will take the form of a D. Phil. thesis. The exact form of the NFER Baby-to-School study dissemination is under discussion. The study will culminate in an extremely comprehensive final report which will be published. A book may also be published. The Baby-to-School study will yield considerable information about PEEP outcomes in general, and will also provide a vital 'bench-mark' for other models of PEEP.

There is a great need for up-to-date, well-documented research about early childhood education and ways of working with families. Some important studies are currently under way which will generate much-needed information, and whose findings are awaited with eager anticipation. In the past, many interesting projects have produced potentially useful findings which have not resulted in maximum benefit because prompt, effective and accessible dissemination is hard to achieve. This is a difficulty much discussed in the research community.

PEEP aims to make dissemination a priority, so that what has been discovered can be used to benefit the maximum number of families and young children. In addition to this primary purpose, it may also be possible to learn some generalisable lessons about the *process* of achieving accessible and academically rigorous dissemination.

Centre Management

Increasing pressure on available space as a result of expanding work and new PEEP appointments has resulted in a re-arrangement of areas. The Meeting Room which was originally used for Groups is now mainly office and meetings space, and we are fortunate in being able to use another room nearby in the Peers School Halliday block for groups and meetings also. In addition we have been using the large ground-floor room in Halliday for training events as our training groups are now usually too large to fit into the Centre.

At the time of the fire the new PEEP Resources Library was in the planning stage, and did indeed come into operation after Easter. This meant considerable re-organisation of the Resources area. The new server and computer network is the other major development. In addition to these three factors, post-fire renovation has been a major dimension of recent work. All in all, the lay-out and operation of the Centre has therefore changed radically in the early part of 1998, and is now working well.

An increasing number of outside visitors coming into the Centre as well as expanding data-entry requirements have meant an increase in office staff in order to keep on top of the work. We are fortunate to have a flexible team under the management of the Centre Administrator who operate the systems and keep things running smoothly.

Finance

PEEP BUDGET REVIEW 1997-98 FINANCIAL YEAR

PEEP operates on a budgetary cycle linked to the fiscal year of April to March. Initial budget plans for the 1997-98 financial year were drawn up during the winter of 1996-97 and progressively revised as the start of the accounting period drew nearer. During the financial year the budget was reviewed quarterly and adjustments were made either to manage changes in spending priorities or to adjust for over or under spending.

The financial effects of the fire at the PEEP Centre were dealt with in a separate budget as the majority of the expenditure has been claimed against the insurance policy.

Income

The income comes from two sources; £150,000 during 1997-98 was raised from various Trusts, foundations and the TEC. The Hamilton Trust funded the remainder of the budget.

Expenditure

Overall expenditure was £21,126 more than the budget figure of £251,900 agreed at the start of the financial year. The major differences from the original budget were the £20,434 spend on Programme Resource Development and an additional £20,000 spent on core staffing. The Programme Resource Development consisted of the creation of the PEEP video and the money was found from the under-spend on the 1996-97 budget. If this item is removed from the figures the final expenditure figure was 1.1% below the budget figure. The majority of the funding for the extra core staffing came from the contingency (£20,000) and the under spending on other budget areas (£6,000).

The main over-spends were on core staffing (£6000), project set up costs (£9200), building work (£1600), and office running costs (£4600).

Under-spends were mainly in the group running costs (-£8200) and on evaluation (-£5000) where nothing was spent during the financial year.

During the year the staffing budget was raised from an initial £117,000 to the final spend of £143,000. This was due to the creation of a number of new posts as PEEP continued to develop.

The rise in the core staffing budget has implications for the 1998-99 budget as the additional staff members remain in post. Staffing remains the largest single item of expenditure accounting for some 52% of all costs. This is below the percentage traditionally spent by primary and secondary schools and reflects the mixture of staffing grades used by the project.

1998-9 BUDGET

The total budget for next year is £344,000 which represents a 22% increase on actual expenditure from 1997-8. The increase includes a 10% contingency allowance, with the balance reflecting the expansion of the work of the project across the board, rather than any major new elements. In the absence of further funding beyond the initial five years of PEEP, this would mean an earlier reduction in the full-scale delivery of the programme than was originally envisaged, i.e. at Easter 1999 rather than at the end of the 1999 summer term.

PEEP Income & Expenditure Statement for 1997/8[1]

	1997/8	1996/7
	£	£
Income		
Grant Income (Private)[2]	221,362	121,500
Grant Income (Public)[3]		
SRB – Challenge Fund	85,683	60,000
Fundraising (Marathon)[4]	1,357	47,851
Donations	62	25
Bank Interest	942	651
Video sales	55	-
Total Income	309,461	230,027
Expenditure		
Staffing	147,978	104,999
Project Set Up Costs	9,566	7,913
Building Work	2,672	19,094
Centre Running Costs	16,552	9,917
Recruitment	3,362	1,643
Meetings	860	347
Staff Development	4,560	1,746
Group Running Costs	52,775	19,542
Resources	9,554	17,485
Programme Resources Development	21,734	-
Other Activity Running Costs	3,765	1,674
Home Visit Running Costs	5,957	3,185
Evaluation	7,501	21,305
Total Expenditure	281,836	208,850
Surplus of Income over Expenditure	27,570	21,223

A full set of SORPS-consistent audited accounts is available on request.

[1] Financial Year ends 31st March.

[2] PEEP is very grateful for the support received from: Hamilton Trust, The Tudor Trust, The Gatsby Charitable Foundation, The Esmee Fairbairn Charitable Trust, The National Literacy Trust (Reading is Fundamental);

[3] The Single Regeneration Budget - Challenge Fund from the Government Office for the South East;

[4] The Athens Centenary Marathon Fund group of runners and their sponsors.

4. CONCLUSION

This year has seen a considerable expansion of PEEP work, with a consequent need for new staff and organisational and physical arrangements. The last annual report looked forward to six challenges for PEEP which have guided the work in the period covered by this report. These were:

- To continue to develop PEEP as a sustainable transferable model, according to its aims and principles.
- To monitor and evaluate the processes involved.
- To ensure that PEEP will be available to all those children and families who are entitled to it.
- To facilitate the planning and implementation of a research study which will provide solid evidence of outcomes.
- To establish how PEEP's work with the parents and carers of pre-school children, and with pre-school staff, will be sustained and developed beyond the initial life of the project.
- To succeed in attracting the funding which will enable these things to be done effectively.

A year later the perspective is both wider and more detailed. The project is past the 'early development' phase and needs now to take further the processes we have begun of monitoring, reviewing and refining its on-going work. This process is an essential precursor to the originally envisaged end point of PEEP in the year 2000, when we shall have developed a model that can be accessed on a wider scale either immediately or at some later date.

A great deal of progress has been made with these challenges, but there is still much to do. The main focus of the work in the coming year has been referred to at the end of 'Future Development' (page 9).

Our hope is that it will be possible thoroughly to complete and to research this essentially innovative work over the first few years of the new millennium; while at the same time piloting an expanded version of PEEP both locally and elsewhere in the UK.

PEEP Director and Senior Management Team
Rosemary Roberts, Deidre Macfarlane, Alison Street and Teresa Harvey
June 1998

Appendix 1: PEEP Trustees, Management Team, and Advisory Group

PEEP TRUSTEES

Sir Colin McColl: *Retired senior civil servant*

Michael O'Regan: *Businessman and school governor*

Rosemary Peacocke: *Formerly H M Staff Inspector for the Early Years*

Ken Brooks: *Lawyer*

Bernard Clarke: *Secondary school headteacher*

MANAGEMENT TEAM

Rosemary Roberts: *Director*

Teresa Harvey: *Resources and Systems Co-ordinator*

Deidre Macfarlane: *Recruitment and Community Co-ordinator*

Alison Street: *Groups Co-ordinator*

In addition, PEEP has the benefit of regular advice from its Advisory Group which includes the following people:

Professor Ronald Arnold: *Formerly HM Staff Inspector for Teacher Training, and Secretary to the Bullock Committee, consultant to the National Foundation for Educational Research*

Julie Fisher: *Schools Adviser (Early Years Specialist), Oxfordshire LEA*

Professor Philip Gammage: *Professor of Early Childhood Research, de Lissa Institute of Early Childhood and Family Studies, University of South Australia*

Dr. Peter Hannon: *Sheffield University*

Dr. Jill Head: *Primary Inspector*

Jim Hewitt: *Blackbird Leys Community Worker*

John Howson: *Education Consultant*

Bill Laar: *Education Consultant*

Dr. Aidan Macfarlane: *Consultant in Public Health and Health Policy, Oxfordshire Health Authority; and Senior Clinical Lecturer in Paediatrics, Oxford University*

Neil McClelland: *Director, National Literacy Trust*

Professor Ruth Merttens: *Professor of Primary Maths at the University of St. Mark and St. John, Plymouth; director IMPACT Maths at the University of North London; Co-director of the Hamilton Maths and Reading Projects*

Dr. Gillian Pugh O.B.E.: *Chief Executive, The Thomas Coram Foundation for Children*

Dr. Iram Siraj-Blatchford: *London Institute of Education*

Teresa Smith: *Director, Department of Applied Social Studies and Social Research, Oxford University*

BEST COPY AVAILABLE

Appendix 2

YEAR 4	SESSION 24 (A)
Focus: Writing / interaction and modelling	**Theme: Exploring writing with children**

Overall Targets

Raised awareness of the importance of children's motivation and feelings in relation to literacy; strategies to support development.

Session focus

The way young children copy adults in playing at writing.

Welcome

Welcome everyone on arrival. One to one conversation.

Borrowing

Encourage as much borrowing as possible, of packs and books. The best time for this may vary between nurseries. The main aim, however, should be to ensure that the parents and children choose together and that there is maximum choice at the time, without it being problematic for other children in the nursery, but not enrolled in PEEP. **Talk about using the scrap box. Assistant should log all borrowed items in registers.**

Please ensure that PEEP numbers are on the borrowing pages of the registers with children's names.

Talking 1. Explain that this part of the PEEP term is about exploring writing with children. Relate this to the **'thinking' YB page** and today's focus - modelling, being an example whom children often copy in play.
2. Give out **HIG page**, and explain its relevance to the PEEP certificate.
3. Give out **alphabet leaflet** to parents. This is a general leaflet to which parents might want to refer from tome to time during the year.

YB. "Children learn about writing when they see different kinds of writing around them, and when they see people writing in lots of different situations. Children copy adults..... Things you do together today, your child will soon be able to do alone."

Songs and rhymes

Hello song
Open, shut them.
Look, what I can do.
I went to visit a zoo one day
PEEP Alphabet song - first 3 letters

Have some pictures of wild - zoo animals for this song - especially those which make recogniseable sounds.

Story

"Dear Zoo" by Campbell
suggested props; cardboard box, with "from the zoo" on label. Inside, have animals (from centre), eg a fox, a whale, a parrot - animals for which the children can easily find rhyming sounds.
Also, for story, have a letter to the zoo, asking for a pet , - in an envelope.

The text of this book is very slight but shows how powerful sending messages can be. It addresses the reasons for writing.

Songs and rhymes / booksharing

Songs to finish; There's a fox in a box (different animals can be pulled up through the hole in the top of the box,and the children could think of things which sound the same, eg. a whale in a pail.)
Alphabet song - revise **Goodbye song**

Booksharing could take place straight after the story, or instead of the box activity, before the goodbye song. Each nursery class will have its own end of session ritual.

Resources: "Dear Zoo" by Campbell (special books)
PEEP alphabet sheets
YB Y4S24 thinking and HIG pages
Alphabet leaflet. **Some wild animal pictures**
Box with animals **Letter to the zoo.**

Notes
New songs / rhymes
Look, what I can do.
There's a fox in a box - see last term's songs.

PEEP Group Session Plan

Year	4	Term	Summer	Session No.	24A

Session Focus

Noticing different kinds of writing

Yellow Book Page

Children learn about writing when they see people writing in lots of different situations and when they see different kinds of writing around them. When children play, they copy adult behaviour. If they see adults and older children writing, then they will want to copy them. Things you do together today, your child will soon be able to do alone.

Guideline Exploring writing with children Y4S24

Talking Points

Notes & Reminders

1:1 conversation
New section of the term starts today - new guideline; Exploring writing with children.
YB calendars for booksharing.
OCN information.

Group welcome.
Things left over from last week
1. The YB pages, their purpose and relation to the guideline. OCN certificate.

2. different kinds of writing in daily life - in shops, home, on signs, labels, in magazines, in the street... What do the children recognise? **Guideline p. 2 & 3**

3. Suggested activity: take labels and wrappers from the scrap box and look at the variety of different kinds of print. Suggest that similar things are collected at home for the next two weeks, as a starting point for what the children know about these labels, or what they like.

NB SIGNS AND LABELS IN DIFFERENT LANGUAGES.

Session Book

'Dear Zoo'
shows how powerful writing messages can be.

Activities & Games

Alphabet games s,t,u.

Scrap

Have lots of wrappers and cartons for people to take home as starting points for talking with children about what is written on them.

Songs & Rhymes

Group Leader Notes

Admin Notes

Keep a few extra of everything you give out for people who join later or who miss a week. Disclaimer forms must be signed before people borrow. Have spare enrolment papers always at hand in case of newcomers. Paperwork for enrolment should be given to the centre for processing, before names are added to register. The centre checks addresses, evidence of previous contact with a family and will then issue the GL with a PEEP number for the new child in the group. Log all borrowed items.

Year	4	Term	Summer	Session No.	24A

Session Focus

Noticing different kinds of writing

Songs and Rhymes

Hello and Goodbye songs.
Open, shut them.
Look what I can do.
Head, shoulders.
Chop, chop.

I went to visit a zoo one day.

There's a fox in a box.

Alphabet song (s t u)

Session Book

Dear Zoo

Book Sharing

Resources

Borrowing boxes and scrap box.
Register and labels.
Yellow Book pages
Guideline Y4S24 Exploring writing with children.
'Dear Zoo' with suggested props; a cardboard box with 'from the zoo' written on it. A letter in an envelope to the zoo, asking for a pet. Animal pictures for song.

Circle Time Notes

Each session starts with songs and rhymes which are good for getting a group feeling - for singing together.
The next group of rhymes or songs may well contain new material or require more concentration , hand - eye coordination or finer finger movements.
'I went to visit a zoo' is the same as 'I went to visit a farm' but the animals are different and need to be thought about before the session, especially in relation to the kinds of sounds they might make.

'There's a fox in a box' can be done using a soft toy or a picture which is taken out of the box. Also, try to have other animals in the box, such as a bear, for which it is easy to find rhyming words, eg. a bear with brown hair, a whale with a tail...

The text of the session book is very slight but shows how powerful sending messages can be. It gives reasons for writing.

© 1998 Peers Early Education Partnership (PEEP)
Registered Charity No: 1049764
For more information about PEEP please contact:

The PEEP Centre, Peers School, Sandy Lane West,
Littlemore, Oxford, OX4 5JZ
Tel: 01865 395145
Fax: 01865 395140